

2002 High School Feedback Report

The 2002 High School Feedback Report, produced by the Council on Postsecondary Education in cooperation with ACT, Inc., is intended to provide useful information to high schools about their graduates' postsecondary performance.

Between 1992 and 1999, the CPE produced annual editions of the report, allowing high schools to gauge their students' performance during their first year in college. Information about the proportion of students enrolled in remedial courses was of particular interest to educators and the public; however, because each institution established its own threshold for placing students in remedial courses, it was difficult to determine whether shifts in remedial enrollment should be attributed to changes in student preparation or to changes in institutional policy.

In response to this difficulty, the CPE implemented a "mandatory placement policy" in 2000. The policy established a consistent definition of underprepared students requiring public colleges and universities to provide academic assistance (remedial placement, tutoring, or enhanced courses) or reassessment to students scoring less than 18 on ACT mathematics, English, or reading tests. To reflect this policy change, the CPE and Kentucky Department of Education staffs revised the High School Feedback Report to track on a biennial basis the placement and performance of students scoring below 18 on the ACT compared to all other students. The revised report, for the class of 2000, not only linked data from the ACT with first-year grades reported by Kentucky institutions but also included information about the proportion of students who returned for a second year of college. It allowed high schools to compare the performance of their graduates who took the ACT and enrolled in participating postsecondary institutions (measured by grades reported by the institutions) by sector (public four-year, public two-year, and independent institutions).

The 2002 High School Feedback Report was originally to be produced in-state as an initial project of a statewide P-16 data system. As challenges delayed the development of this system, the State P-16 Council, at its June 2004 meeting, advised the CPE and KDE staffs to turn again to ACT, Inc., to produce the 2002 report. Council members also advised the staff to distribute the report strategically and communicate its publication widely so that school administrators, teachers, parents, and the public at large could use the data to improve the quality of students' educational experience in local high schools. Accordingly, the 2002 High School Feedback Report aggregates data by high school and provides district- and state-level data for comparison. Copies of the report and instructions for interpreting the data are being mailed to every high school principal and district superintendent in the Commonwealth. After they have had time to review the report and draw preliminary conclusions, copies of the report will be sent to major press outlets, businesses, and community groups. Individual reports will be available on the KDE MAX site so the public can review them. The goal is to spark communitywide conversations about improving high schools, including postsecondary partners and local P-16 councils.

Among the questions that the High School Feedback Report will help high school and district administrators address are:

- How well did students in my school or district perform on the ACT?
- Which postsecondary institutions did graduates from my school or district attend?
- What kinds of grades did graduates from my school or district earn in their first year in college?
- What percentage of students from my school returned for a second year in college?

All of Kentucky's public postsecondary institutions submitted data to ACT, Inc. While only two of Kentucky's independent institutions participated, the CPE is working with the Association of Independent Kentucky Colleges and Universities so that high schools can benefit from information from that important sector.

Several policy changes have taken place since the class of 2002 graduated. These include the Kentucky Board of Education's raising the state's high school graduation requirements and refinement of the Individual Learning Plan (see Agenda Item IV-B); the development of the Kentucky Early Mathematics Testing Program to provide early diagnostic assessment to help tenth- and eleventh-graders to prepare for college-level mathematics (www.mathclass.org); the launching of Kentucky's Go Higher Web site which provides information, resources, and interactive tools to guide students through the college planning process (www.gohigherky.org); the expansion of Kentucky's GEAR UP grant (see Agenda Item IV-D); and the adoption of a Statewide Placement Policy which establishes clear, consistent standards of college-readiness and threshold scores of guaranteed placement into credit-bearing coursework.
http://cpe.ky.gov/NR/rdonlyres/54D3A49D-7AB0-4C2A-AF94-3F5BAAA13945/0/20041108_AgendaItem7.pdf

The 2004 High School Feedback Report will be produced in fall 2006, again in conjunction with ACT, Inc. As the ACT moves to a standard reporting model for all states, customization of format and types of information provided is becoming increasingly limited. Expansion of the report and additional information may not be possible until an integrated P-16 warehouse is formed to bridge information between the P-12 and postsecondary sectors.

The 2000 and 2002 High School Feedback Reports are available at:
http://kdemaxport3.kde.state.ky.us:7777/portal30/portal_code.pkg_rpt_post_hs_feedb.main?p_rep_id=25.